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ABSTRACT

The program of the Bilingual Mini-School, funded under Title VII of the 1965 Elementary Secondary Education Act, and located in a junior high school in that area of Manhattan commonly characterized as East Harlem, was designed to reach the junior high school student who had had all his previous schooling in Spanish, as well as those students who, having been taught in English, have achieved poorly as a result of inadequate English facility. The program at this school represents the first attempt in New York City at a bilingual program for junior high school children. Approximately 72 seventh graders and 44 eighth graders were selected to participate in the program. Eighty-five are Spanish speaking, while 31 are English speaking. The key personnel are bilingual. The general objective of the bilingual program is to prepare children more adequately for the higher academic instruction of high school than has been accomplished in the past. By providing instruction via a language they now know best, by fostering pride in the culture of their parents, and by encouraging active participation of their parents in school affairs, it is hoped this goal will be accomplished. (Author/JM)

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FINAL REPORT
OF THE EVALUATION OF
THE

BILINGUAL MINI-SCHOOL

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BILINGUAL MINI-SCHOOL

I. INTRODUCTION

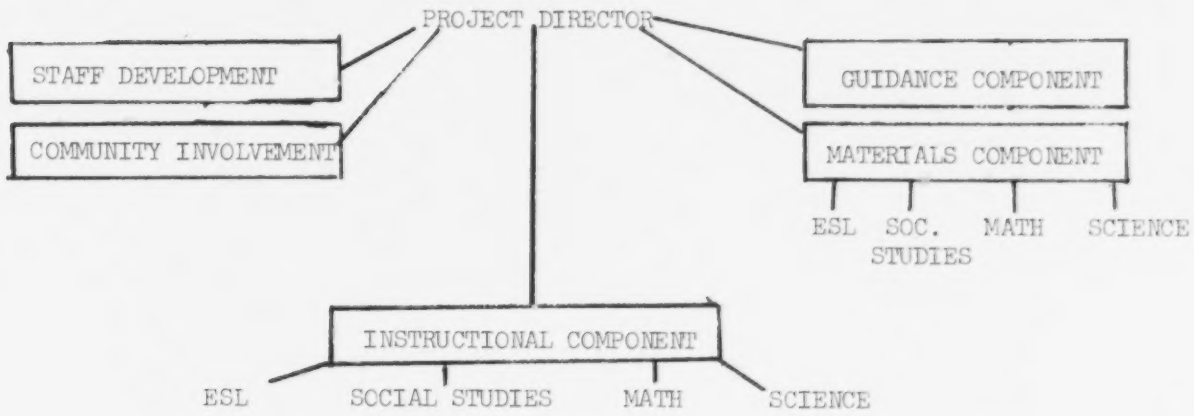
Plans for evaluating this Bilingual Program were developed last Spring by the "Systems for Learning" Corporation in consultation with the designated director of the anticipated program. By September, 1970, the four following events occurred which rendered the original evaluation design inappropriate and ineffective:

1. The original director was no longer at the school and was replaced by a new program director.
2. "Systems for Learning" Corporation (Evaluator) turned the task of evaluation over to Teaching & Learning Research Corp.
3. The original evaluation design was misplaced in the shuffling of these key people who had been involved in its conception. It was possible, however, to reconstruct the original evaluation proposal by a retrogressive analysis of the auditor's critique submitted by Alfred J. Morin and Associates.
4. The funding for the program, as requested in the original proposal, was so drastically reduced, that even if the preceding events had not occurred, the original evaluation design bore no relation to a realistic appraisal of what could be accomplished in this program this year. For example, whereas the original proposal (upon which the evaluation design was drawn) requested as key personnel one (1) director, five (5) teachers, five (5) paraprofessionals, one (1) guidance counselor, one (1) community coordinator, and one (1) secretary; the project was funded for one (1) director, two (2) teachers, and a stenographer.

It became the initial task of the evaluators, therefore, to serve as consultants in orienting the school staff to what evaluation is all about and to help them identify and develop realistic goals for their program. The one thing that was clear to the evaluators was, lacking adequate funding, and lacking a knowledgeable understanding of evaluation, the director and her teachers were, nonetheless, dedicated to the success of the program, and to the needs of Spanish-speaking children for a more meaningful and relevant education. The problem was to develop a realistic evaluation design without destroying their zeal, at a time in the school year which was really "after the fact," since matched control groups were not available and neither was any baseline pre-test data.

II. THE ORGANIZATIONAL PLAN

During these initial conferences, one of the first tasks was the drawing of an organizational plan designating how the present staff could meet the requirements of the five components delineated in the original proposal. The plan is charted below:



With the organizational plan it was now possible to approach evaluation in terms of goals within the individual components. Since it was still not possible to spell these out in detail, a plan for the evaluators to visit the school on a regular basis was developed. Dr. Kaufman visits the school every Monday from 9:00 am to 12:30 pm and meets with Dr. Zach weekly. Dr. Zach visits the school at least once a month. Monday was selected since regular staff meetings are scheduled for that day from 10:30 to 11:30. This allows the evaluators to observe in the classrooms from 9:00 to 10:30, to meet with the teachers from 10:30 to 11:30, and to meet with the director thereafter. It was felt that direct observations in the classrooms would permit the evaluators to become acquainted with the methods and techniques of the teachers in order to help them develop an effective and realistic evaluation plan.

The "scope of work" statement submitted to HEW on March 23, 1971, following a meeting in Washington on March 19, 1971 delineated four areas of responsibility for the evaluation, namely:

1. To develop an evaluation design for next year with the present staff.
2. To develop an appropriate instrument for observing in the classrooms; to conduct the observations; to report on these observations; to develop a set of criteria for relating these observations to other components of the program (like staff development, materials); and to interview persons in the school community (including parents and key school personnel).

3. To conduct all the data analysis for each objective.

4. To prepare the various evaluation reports. This includes a progress report which was submitted with the continuation proposal and the evaluation design for next year on April 30, 1971; and a final evaluation report which follows below.

During the period following the March conference, the evaluators met individually with the program director of the bilingual mini-school frequently, as well as with the members of the staff of the project at staff meetings. These conferences were devoted mainly to two key problems. The first addressed itself to the question of defining and delineating goals for each of the separate components in the project, as well as for the specific content areas in the academic curriculum. The second, intimately related and bound to the first, concerned the task of formulating an evaluation design for next year which could be meaningfully related to these designated objectives.

Although the need to define objectives was recognized by the project staff, at least, intellectually, and although progress has been made since the beginning of the school year, helping teachers to understand the evaluation procedure, and more important, helping them to identify performance objectives was the focus of a good many conferences with the school staff.

To date, the following project accomplishments can be reported. For the sake of clarity these will be discussed in terms of the specific components of the evaluation design, although it is recognized that overlap among them is a more realistic description of the facts.

III. THE EVALUATION

A. STAFF DEVELOPMENT

The major objectives of this component were to help teachers gain the ability to work with and accept all students regardless of cultural background; to help teachers use dominant language patterns to strengthen the educational process; and to provide the staff with skills and understanding which will allow them to assure student success. Toward this end, the project engaged in the following activities: 1) staff meetings, 2) attendance in masters program at NYU , and 3) the development of a checklist.

The evaluators assisted the director in developing a pilot checklist for evaluating staff development. The project director did not submit the data obtained from the use of this instrument to the evaluators so that an analysis of this data is not possible at this time.

Weekly staff meetings were held throughout the year to deal with immediate problems of the program, to discuss new methods of teaching, appropriate materials, and to plan for future activities. They were essentially used as media for discussion, exchange of ideas, and as training sessions for the administration of tests, etc. Staff meetings were supplemented by an all day conference workshop on March 28, 1971. Although minutes of staff meetings were not submitted to the evaluator, the evaluators were present

at at least a dozen such meetings. At those meetings, the staff engaged in the activities delineated above, and were truly interested in working toward achieving the objectives of this component.

Classroom observations corroborated that teachers were working toward understanding and accepting students with spanish cultural background. They used the dominant language patterns of the children and tried out new programs and materials. Details of the classroom observations are presented in a separate section following the discussion of the instructional component.

Five teachers in the bilingual mini-school were enrolled in the masters program in Bilingual Education at NYU during the fall, 1970 semester. They attended a course entitled "Bilingual Education: Theory and Practice". In the Spring, 1971 four teachers attended a course entitled "Methods of Teaching English as a Second Language". Two auxiliary teachers attended a course entitled "Culture and Background of Puerto Rico".

All the teachers and some of the paraprofessionals of the bilingual mini-school attended and participated in a two day conference entitled, "Bilingual Education in Action", held at Columbia University June 4 and 5, 1971. Some of the students in the program also participated as members of student panels.

Duties of the paraprofessionals were more carefully delineated by the program director and training sessions were held to ensure their implementation. Classroom observations confirmed that many of these duties were being carried out. A list of duties prepared by the program director is included in the appendix.

B. GUIDANCE COMPONENT

Since there was no funding for a guidance counselor, this component will be eliminated as a formal unit in the evaluation design. Whatever informal data the evaluators may observe concerning the guidance of the children in the program will be reported. The program director and an educational assistant assumed the major responsibility for guiding the children in this program. The general impression, from both our own observations, and from interviews with administrative personnel in the school indicate that the children present fewer disciplinary problems, are more cooperative in participating, in school activities, and seem better motivated for school learning. The eighth grade supervisor for the fourth floor, e.g., reports that this was the first year that the Spanish dominant eighthgraders paid senior dues and participated in senior activities. The evaluators interviewed a number of administrative personnel in the school and a summary of the data obtained from these interviews follows:

SUMMARY OF INTERVIEWS
WITH SCHOOL PERSONNEL

Personnel outside of the bilingual mini-school were interviewed in order to obtain an "outside" assessment of activities. The Principal, four Assistant Principals and two Auxiliary teaches were interviewed with an informal, open-ended questionnaire. Each interview was approximately 15 minutes in length.

IN SUMMARY

1. Objectives of the program were seen as:
   (a) Eliminating learning blocks.
   (b) Gaining understanding of Puerto Rican culture and heritage.
   (c) Teaching and developing facility in more than one language.
   (d) Helping the adjustment of Spanish-speaking children to the mainland.
   (e) Helping children develop a sense of self concept.

2. All individuals interviewed felt the bilingual mini-school fit into context of the school very well. In addition many problems of discipline were eliminated because of the organization of the project.

3. All agreed that students involved in the bilingual mini-school were more highly motivated than before, had less discipline problems and obtained higher grades. They are also more co-operative in following school regulations.

4. All agreed that the program is an excellent idea.

5. They felt that what is lacking is (a) Guidance counselor, (b) Bilingual gym teacher,(c) and more personnel.

C. THE COMMUNITY INVOLVEMENT COMPONENT:

The major objective of this component was to keep the community informed of all project activities. Toward this end the project engaged in the following activities:

1. Held four parent meetings. The first two meetings were designed simply to bring the parents into the school area to relay general information about the program. During those meetings, the project also tried to assess which parents would be willing to serve in an administrative capacity for the Parent Advisory group. A Parent Advisory group, headed by the president of the P.T.A., was formed and consist of the P.T.A. president and four other rotating members of the community. This group works directly with the program director. The last two meetings primarily focused on setting up plans for next year's meetings as well as plans for the establishment of classes for parents.

2. Encouraged parents to visit the schools. Complete lists of parents visiting the school each month were not submitted to the evaluator. Recommendations for implementing this for next year were made to the project. An incomplete accounting of parent visits show that in February, one teacher reported 4 parent visits in March another reported 9 parent visits in May. About half of the parents had been called in by the teacher to discuss a discipline problem, while half spontaneously visited to learn more about the school.

3. Paraprofessionals made home visits. No records of these visits were submitted to the evaluator. From only a verbal accounting, it appears that the purpose of these visits was to help the parent handle some immediate problem. It is recommended that complete records will be kept and submitted to the evaluator next year.

To evaluate the community's knowlege of the mini-school, the evaluators interviewed a random sampling of parents, using a structured interview form (attached in the appendix) and a Spanish-speaking interviewer. The responses to the questions were analyzed and a summary reports the following:

SUMMARY OF PARENT INTERVIEWS

METHOD:

Parents of 21 children (19 different parents with 2 having 2 children in program) in the bilingual mini-school were interviewed. The majority of parents were interviewed in the school building, while the rest were interviewed at their own homes. Parents selected were chosen randomly from the class lists. The requirements were that each class have at least 4 parents represented. All interviews were conducted in Spanish by Mrs. Olga Mendez.

RESULTS

(1) Of the 21 parents, 7 knew their child's official teacher's name, 1 gave the incorrect name and the remainder did not know.
(2) Of the 21 parents 16 parents have visited the school of the 16, 11 came in to find out about childrens progress, 2 because the child was ill, 1 for discipline purposes, and 2 because the child was doing poorly.
(3) All 21 parents liked children's teachers.
(4) 6 parents have been visited at home by the child's teacher.
(5) 10 of the parents have attend parent meetings. What was learned at these meetings was: 1) How children behave in school 2) Projects going on 3) How parents can help in school 4) How children learn.
(6) In terms of what is known about the program, 12 parents didn't really know about the program; 7 people said that is was a bilingual program; 2 parents said that there were good people in the program.
(7) 20 parents said that their children like school.
(8) 21 parents indicated their children's marks have improved.
(9) Of the 21 parents only 1 indicated that the child was studying Puerto Rican history and culture. The remainder mentioned conventional subjects.
(10) After school activities include doing homework, helping around the house, T.V. watching, Church activities (2 children) going to library (1).

(11) All but 1 parent said that the child gets homework.
(12) In asking parents what they would like children to learn, parents answered in terms of future careers which ran from bricklayer, teacher, nurse. Most parents indicated that is was up to the child to decide what they wanted to be.
(13) 3 parents indicated they did not know enough about the program to decide what they liked. The majority liked the bilingual aspect. Many parents felt comfortable about visiting the school because the teachers, and particularly Miss Orta, care about their children.
(14) All parents would like to have a comparable program for themselves.
(15) All parents interviewed were Spanish dominant.

D. MATERIALS COMPONENT

The objectives for this component state that the project will be responsible for a first draft of a social studies curriculum. The evaluators will help the project develop performance objectives for mathematics and science. The project will develop instruments for evaluating skills in these areas and a first draft of objectives and the instruments designed to measure the skills delineated will be submitted this June. The evaluators will critique the instruments for their suitability in measuring the stated objectives and will develop a set of criteria for the process.

Although the teachers responsible prepared a first draft of the social studies curriculum which we observed was being piloted in the classroom, a formal compilation of this curriculum has not yet been prepared. The teachers plan to complete this assignment during the month of July, objectives of the Science and Math curriculum were submitted to the evaluators by the Science and Math teacher. Three types of objectives are delineated 1) academic 2) practical 3) personal growth. The project primarily made use of teacher made tests to assess the suitability of the materials for achieving the skills delineated. These tests, however, are suitable only for measuring academic achievement and seem, in the opinion of the evaluators, to be effective. In those tests submitted, results render a normal distribution of grades.

In the classroom observations it was possible to assess the effectiveness of the curriculum in promoting practical skills and personal growth. For example, children built kites, explored principles of balance and movement, conducted experiements with animals and thereby learned about ecology, development, reproduction, et. al. They seemed interested and motivated. An example of this interest can be seen in the overwhelming participation by members of the bilingual mini-school in the school-wide science fair. The mini-school sponsored ten of the twenty-one exhibits. Of 34 students participating in the fair, 21 were from the mini-school. This represents 62% of the students participating. For the seventh grade, the mini-school won first and second place. Further, members of the mini-school designed the program, served as guards, and put on special exhibits.

Another example that interest and motivation are being promoted can be seen by the students' participation established by the Science and Math teacher. Known as "The Question of the Week." Each week a question pertaining to the Math and Science being taught in the classroom is posted on the

the bulletin board in the corridor. Students from the entire school are invited to participate. The majority of the responses to the questions were submitted by children from the bilingual mini-school. Further, the final prize, awarded to the student supplying the greatest number of correct answers, was won by a student from the bilingual mini-school.

During the course of the year the staff spent a large portion of their time in examining materials appropriate for the education of a bilingual population. The list of books used can be found in the appendix. The effectiveness of these materials was a major topic of the staff meetings and the final list consists of those proven to be most effective for use next year. In addition, the staff is planning to develop their own materials during the coming summer, especially for Math and Science.

E. THE INSTRUCTIONAL COMPONENT

The major objective of the instructional component was to develop an academic curriculum which recognized individual cultural and academic differences among the student population. Although students were placed in classes according to ability, achievement, and school background, a flexible approach was maintained so that children had the opportunity to move from level to level during their academic life at the bilingual mini-school. The placement of individual students was determined by an ongoing process of teacher evaluation. Student achievement was evaluated by standardized tests and teacher assessment.

Four different forms of the Metropolitan Achievement tests were given to four separate groups, according to ability level in the English class as follows:

I. Advanced Form A - English dominant - level 1 N = 31

II. Intermediate Form A - Spanish dominant - level 2 N = 24

III. Elementary Form A - Spanish dominant - level 3 & 4 N = 42

IV. Upper Primary Form A - Spanish dominant - level 5 N = 7

Means and Standard Deviations were computed for each group and for the total population. The results appear in the following table. The scores for the individual children are attached in the appendix.

Group	N	Word Recognition		Word Discrim.		Reading		Total	
		M	S.D.	M	S.D.	M	S.D.	M	S.D.
I. Eng. Dominant level 1	31	6.5	1.4	-	-	6.7	1.3	6.5	1.3
II. Spanish Dominant level 2	24	3.7	.9	-	-	4.1	1.0	3.9	1.0
III. Spanish Dominant level 3 &4	42	4.8	.5	-	-	2.9	.7	2.8	.5
IV. Spanish Dominant level 5	7	2.2	.5	2.8	.6	2.2	.3	2.4	.4
Total Spanish groups II, III, IV dominant	73	3.0	.6	-	-	3.3	1.0	3.1	.9

The results of these tests will provide baseline data for next year's analysis. When the Metropolitan Achievement test results for comparable groups of children not participating in bilingual programs become available, this data may yield additional information on the achievement of this population. One would not expect, however, that marked improvement in achievement would result from the first year of any experimental program.

The City Wide Test in Spanish Reading Achievement was administered to 32 Spanish dominant 8th grade youngsters. This test is given as a standard procedure by the Board of Education throughout the city. Results of the analysis indicate that mean score was 89%, with a standard deviation of 8.30. Since the city-wide scores from other schools are not yet available, it is not possible to assess the performance of the students in this program in relation to the rest of the New York City population. The obtained mean of 89% on a Spanish language test stands in contrast to obtained mean of 3.0 on English reading achievement for the Spanish dominant population in the program. This suggests that Spanish dominant children are capable of academic achievement in their dominant language.

To further assess the achievement of the Spanish dominant students, a test of oral fluency in Spanish, was developed by a special consultant to the program. A pilot was administered to some of the children this Spring. It was felt that the test, in its present form was not adequate for measuring the abilities for which it was developed. Consequently, results of scores are not reported. However, the test is currently being revised and it is hoped that its final form will be ready for administration in October 1, 1971. It is planned that a second administration of the test April, 1972 will provide measure of growth for next year's evaluation.

Report card grades for February and June have been submitted by official teachers to the evaluators. Since each teacher has his own criteria and evaluation system for giving grades, it is difficult to make comparisons across classes. In reviewing individual student grades, the majority of students demonstrate improvement from February to June. A more cogent demonstration of achievement resides in the fact that 28 of the 116 youngsters in the mini-school made the school-side honor roll. This represents a large percentage.

Records of classroom activities, submitted by the teachers to the evaluations and corroborated by the evaluators observations substantiate the impression that the bilingual program has promoted academic achievement. In social studies, group V completed writing two texts on their own. As part of the development of the new social studies curriculum, the students constructed topographical maps which were displayed in the district office. This proved a valuable method for learning geography.

Science, similarity utilized a variety of teaching modes which resulted in improved achievement. One group raised animals and their classrooms soon became known throughout the school as the "zoo," attracting the attention and interest of all the youngsters in the school. Another group, studying botany, not only learned to name, label, and draw large catagories of flowers, but they also learned the technical skill of examining their structure through microscopes. All the groups were exposed to experimental and laboratory methods.

Mathematics was taught primarily through traditional methods wherein they attempted to stay within the curriculum of the New York City system. However, using both Spanish and English served to promote the interest and possible achievement of the youngsters although no achievement test data is available.

English, for Spanish dominant children, was taught in a variety of ways. Traditional techniques were utilized, but these were supplemented by special projects designed to stimulate language achievement. They engaged in play writing, book reports, dialogues, oral comprehension and fluency games, et. al.

A summary of the evaluators classroom observations yields additional information concerning this component.

PROCEDURE AND SUMMARY OF CLASSROOM OBSERVATIONS

Each observation lasted approximately 45 minutes, the length of each classroom period. The evaluator sat in the rear of the classroom and took an ongoing process account of what had transpired in the classroom. Using this data, the evaluators piloted with various forms which could be used for recording observational data next year. A copy of the final form appears in the appendix. Teachers were not forewarned of when an observation was to take place, but had agreed to permit the evaluator into the classroom at any time. Observations took place both in the morning and afternoon and on varying days of the week. The observations were concentrated in classrooms of teachers directly involved in the bilingual mini-school, as opposed to classes taught by auxiliary teachers.

SUMMARY

There were a total of 25 formal, recorded observations which took place during the period from December 13, 1970 to June 23, 1971. The majority of the observations (18), recorded the different levels of English classes for Spanish dominant children. Two of these observations occurred during formal library periods. The remaining seven recorded observations in other classes; three observations occurred during the Spanish class for English dominant pupils. Two observations occurred in Science workshop, a shop period for Spanish dominant children of heterogeneous ability levels, three observations recorded the social studies classes of Spanish dominant children in which a new social studies curriculum approach was being tested (called a Learning by Discovery Approach); one observation recorded an informal Science period for Spanish dominant children.

In addition to formal observation periods, the evaluator visited a variety of classes informally for brief periods from time to time. Generalizations in terms of observations are difficult to make since 25 is a small sample of the total number of periods the children experienced during the school year, and only a small sample of school activities were observed. However, an attempt will be made to summarize the activities recorded.

CLASS ARRANGEMENT

In three observation periods a formal or traditional classroom arrangement could be seen, where the teacher remained in front of the room and the children were seated in rows behind the instructor. The arrangement favored in the majority of classrooms was one in which the tables were arranged in a semi-circular fashion, with the teacher's desk either in the front of the room or the rear of the room. In these classes an informal atmosphere prevailed and allowed for movement around the room, both on the part of the teacher and the children.

METHODS OF TEACHING

In all classes the predominant modes of teaching employed a audio-visual method, repetition, recitation, and imitation. In only five of the observation periods, was there silent reading which required written responses in the child's notebook. A heavy emphasis is placed upon oral communication in all classes.

MATERIALS USED

In 17 of the observation periods standard textbooks were employed, Learning to Use English and Primera Vista. In one English class children were using materials which they themselves had prepared. There was not a standard textbook used in all of the science periods. Some of the science classes used Ciencias Naturales. The children essentially created their own materials and learned concepts from their preparation (kites, animal housing, building rockets). In the social studies classroom, the children were undertaking projects which would ultimately serve as materials for lessons. Additional materials employed in English classes included visual aids in the form of large pictures or posters.

REINFORCEMENT

Reinforcement in all classrooms could be categorized as social, in the form of praise or negative comments by the teacher. For the most part, immediate reinforcement following the response of the child was not most common. In three sessions the reinforcement was directed primarily at the whole class rather than at the individual child, and did not seem specifically directed nor did the children seem to know for what they were being reinforced. In only one case was there over punishment, where a single child was singled out in front of the class, and comments directed at him. In three instances, the teacher or the paraprofessional touched the child as they were working in the form of positive reinforcement.

LANGUAGE USED

In all of the observations but one, Spanish was used in giving directions to the students. At the same time, in many cases the directions were also given in English. Teachers were constantly switching from Spanish to English and the reverse, indicating flexibility in the use of the two languages for teaching. The children primarily communicated with each other in Spanish (with the exception of the English dominant classes). When communicating with the teacher, the majority of children used Spanish unless specifically directed to respond in English. However, some of the children responded in English, even though not directed to do so.

TEACHING STYLE

The majority of teachers use an informal style and organize their classrooms casually to permit children freedom to walk around, to speak freely, while the teacher at the same time walks around the room. This is reflected in the classroom climate, and appears to promote cooperation and communication among the students and the teacher.

USE OF PARAPROFESSIONALS

Since the arrival of the paraprofessionals in January, the classroom teachers have employed these personnel in a variety of ways. In two instances the paraprofessional served as a helper; in two of the cases, they worked with individual children who were having difficulty in a particular subject; in several instances the paraprofessional function in the same role as the teacher; and in two cases, as a monitor to score and grade the children's papers.

No parents had visited during the twenty-five observation periods recorded.

Of special interest is the following information obtained from a teacher made questionnaire for the English dominant children. The children were asked to evaluate their academic year by means of a structured questionnaire form. A same of some of the responses are quoted below:

"I was happy to learn Spanish and it made me proud to be a Puerto Rican. Before I did not want to admit being Puerto Rican, now I wear a Puerto Rican flag on my jacket. I love the mini-school!"

"What I got out of the Bilingual mini-school was Spanish work."

"From being in the mini-school, I got a lot of enjoyment. They treated us special which I really like very much."

"I think this program helped me to understand people who speak Spanish. Now I know much better how other people react to things."

Although the majority of responses were positive a few youngsters did not feel they learned anything special, but rather thought the program was "a lot of work."

SUMMARY

DESCRIPTION OF THE PROGRAM

The Bilingual Mini-School is located in a junior high school in that area of Manhattan commonly characterized as East Harlem. The area is dominated by a large percentage of Spanish speaking persons, the majority of whom are Puerto Rican. An ethnic census conducted in 1967 revealed that 70% of the pupils in the junior high school are Spanish speaking. The data shows that a very large proportion of the children speak Spanish at home. Because of the migration patterns to and from Puerto Rico, there is continual influx of children of all ages into the schools in the district at large. In addition, the neighborhood, which has a large number of Hispanic food stores, Botanicas, churches etc, attracts large numbers of immigrants from Cuba, the Dominican Republic, and other South American countries.

The program at this school was designed to reach the junior high school student who had had all his previous schooling in Spanish, as well as those students who, having been taught in English, have achieved poorly as a result of inadequate English facility. The program at this school represents the first attempt in New York City at a bilingual program for junior high school children.

Approximately seventy-two 7th graders and fourty-four 8th graders were selected to participate in the program. Eighty-five of the students are Spanish speaking students, while thirty-one are English speaking. The Spanish speaking students were selected on the basis of the following criteria:

1) Less than two years residence on the mainland
2) Poor English language competence as determined by teacher assessment and school records
3) Below grade average school achievement
4) Desire to enter the program

Eligibility for English speakers to participate in the program was based upon their desire and the desire of their parents to enter it. No academic criterion was set, except that those children who were doing very poorly in school were descouraged from entering the program.

The key personnel in the program are bilingual. The director, one teacher, and five educational assistants are native speakers of Spanish. The remaining four teachers are fluent in both Spanish and English and have spent time in Spanish speaking countries. Auxillary school personnel associated with the program have varying degrees of competence with Spanish. The majority of these are concomitantly studying on their own

the history and culture of Spanish speakers and engaged in Spanish language training. One teacher is spending the summer in Puerto Rico attending a Spanish language institute.

The Bilingual Mini-School is concentrated in the fourth floor of the school building. An administrative office houses the director and her secretary and is shared with one of the school's assistant principals, thus providing communication between the Bilingual Mini-School and the school at large. The administrative office serves as the center of the program. Parents, students, teachers and visitors are always welcome and a feeling of warmth and friendliness prevails. Although an integral part of the total school, one is impressed that the Bilingual Mini-School is a family which fosters a feeling of unity for the students, parents, and teachers of the program.

Classes are arranged according to departmental system. The children, for their major subjects, attend classes organized according to the assessed ability level of the students. For shop, art, and gym they attend classes organized according to official class, thus providing an opportunity for heterogeneity.

The general objective of the bilingual program is to prepare children more adequately for the higher academic instruction of high school than has been accomplished in the past. By providing instruction via a language they now know best, by fostering pride in the culture of their parents and by encouraging active participation of their parents in school affairs, it is hoped this goal will be accomplished.

THE EVALUATION PROCEDURES

Since matched control groups were not available and since the timing that evaluation began did not permit the gathering of baseline pre-test data, the major procedures for evaluations are the classroom and interviews with key personnel and parents of the community. Toward this end, two instruments were developed, a classroom observation sheet, and a structured interview form. Both are included in the appendix of the report. The evaluaters gathered observational data weekly, and met with the project staff bimonthly to discuss the data gathered, how such data related to the objectives of the program, and the effect of this data on the subsequent activities of the project. Further, the evaluation drew upon a wealth of other data frequently characterized as "soft" by comparison with the "hard" data of test scores. These included evaluating the achievement, interest, and motivation of the pupils, by examining participation in school activities, by assessing honor roll awards, by interviews with auxillary school staff, et. al. Procedures for evaluating "hard data" were begun by developing a series of testing instruments which by providing baseline data can be put into effect in the second year of the project.

THE FINDINGS

Interviews with a random sampling of parents indicated parents were pleased with the program; feel comfortable about visiting the school; were happy their children were part of it; feel their children were doing better than in their previous school careers; and expressed interest in a comparable program for themselves.

Interviews with the principal, assistant principal, and auxilliary school staff of the school at large indicated they all feel that students participating in the bilingual mini-school were more highly motivated than before; had less discipline problems, obtained higher grades; and were more cooperative in following school regulations.

Direct weekly observations in the classroom showed there was much flexibility in the use of two languages for teaching; that classrooms were organized casually to permit easy interaction both among the students and between the students and the teachers; that despite this informality, little time was spent in discipline with much time devoted to pedagogy; that students were interested, cooperative, and motivated for learning; and that teachers were experimenting with new modes of materials and methodologies.

An appraisal of student accomplishments indicated that a large percentage of students in the mini-school were on the homor roll; that mini-school students won awards at the school-wide science fair and other school-wide competition; and that they did well on the city wide reading test in Spanish, despite a not so outstanding performance in English with the Metropolitan Achievement Tests. Since no data is available to compare these results with matched control groups, it is likely they did no poorer than comparable Spanish-speaking children of their age.

Observations in the classroom together with staff conferences and interviews showed that, as a group, the teachers were dedicated to their work and firmly committed to improving education for Spanish-speaking children. They not only volunteered many hours of their own time to the children and to staff planning conferences, but their attitude to achieving excellence for the program is wholesome and praiseworthy.

One of the major difficulties encountered by the evaluators has been the task of getting the staff to supply the evaluators with the necessary information and data needed to assess the program's progress adequately. This has been a major focus of many conferences. Some of the delinquency can be attributed to time-pressure on the part of the staff. Some of it relates to a premature expectation on the part of outside agencies that teachers, actively engaged in service-rendering function, have been trained to direct their attention in this direction. The evaluators can do little about the understaffing which undoubtably places undue pressure on the present staff. Much effort, however, has gone into helping teachers direct their attention to the problem of evaluation.

Because minutes of meetings have not been consistently kept, test results are incomplete; records of parent visits are not complete, etc., however, does not mean that these activities have not taken place. They

have. The staff meets regularly and frequently; parents do visit the school; and testing is beginning to take place. The evaluators have been working on helping the project to set up the machinery for recording the fine efforts they obviously have been engaged in, and it is hoped that this problem will be alleviated much during the second year of the project.

CONCLUSIONS

Considering the initial problems encountered in getting this program underway, and considering the limitations placed upon the program, it is the evaluators' opinion that the program has accomplished much, not only in behalf of bilingual education, but more important, for a large group of Spanish-speaking youngsters. Many of the children for the first time are experiencing academic success.

The largest criticism to be made of the program at this time is directed at the difficulties teachers have had in delineating performance objectives and in gathering hard data for assessing these objectives. It is recommended that the program be recycled and if possible, expanded with more funding for a more complete staff.

APPENDIX I

DUTIES OF EDUCATIONAL ASSISTANTS ASSIGNED TO
THE BILINGUAL MINI-SCHOOL

1. Help teacher during the instructional period.

   1.1 Identify and help children who need support and encouragement in learning.
   1.2 Teach lessons and work with small groups and individuals.
   1.3 Keep a log of each student they are assigned to, so as to follow their progress for the remainder of the year.

2. Maintain and improve relations between school and community.

   2.1 Making home visits to discuss individual child's progress in school and also explain the objectives of the Bilingual Mini-School.

   2.2 Encourage parents to visit program and attend all Parent Association and Bilingual Mini-School meetings.

3. Attend all staff conferences of the Bilingual Mini-School.

4. Attend weekly conferences for educational assistants of the Bilingual Mini-School.

5. Help teachers with clerical duties, specifically related to classroom activities and analysis of program objectives.

6. Use Spanish whenever necessary in the classroom and out as a vehicle for instruction and communication.

   6.1 To help the children verbalize their ideas and feelings when the children need a translator.

APPENDIX II

PARENT INTERVIEW FORM

What is your child's name? _____

What is his teacher's name? _____

Have you visited the class? _____

If so, when, how many times, why? _____

_____

_____

Do you like his teacher? _____

Has anyone from the school ever been to your home? _____

Have you been to a parent meeting(s)? _____

When, and what did you learn? _____

_____

_____

_____

Tell me what you know about this program _____

_____

_____

_____

_____

Does _____like school?

How is he doing in school (now-- compared to last year)?_____

_____

_____

_____

_____

What is he (she) learning in school? _____

_____

_____

_____

_____

What does he (she) do after school? _____

_____

_____

_____

_____

Does he (she) have much homework? _____

_____

_____

What would you like him (her) to learn in school? _____

_____

_____

_____

_____

Do you like this program? (What's good about it --bad about it?) _____

_____

_____

_____

_____

_____

If there were a program like this for adults, would you go?

Other:

Interviewer's estimate of parent's language dominance?

APPENDIX III

BOOKS USED THIS YEAR

MATH

1. Matematica - Laidlaw books 3-4-5-6
2. Using Dollars and Sense - Kahn and Hanna
3. Flash Cards - Milton Bradley

SOCIAL STUDIES

1. Meridiano
2. New York Story
3. New York - Past and Present
4. Map Skills - Project Book I

ENGLISH

1. Finocchiaro - Book I
2. English For Today - Book I (with workbook)
3. English - Your New Language - Silver Berdett
4. Classic Comics - Spanish
5. Cancion Verde
6. Emilio y Los Dectives
7. Caravana - 2 and 3 year
8. Linguistic Block Series - Scott Foresman
9. Linguistic Readers - Book I - Merrill
10. English Around the World Posters - Scott Foresman
11. Spanish-English Dictionary

SCIENCE

1. Ciencias Naturales

APPENDIX IV

OBSERVATION SHEET

School _____ Date _____ Time of day _____

Class _____ Observer _____

Physical set up:

	ENGLISH	SPANISH
Content of lesson:		
Materials and media:		
Are materials appropriate to capacities and interests of students?		
Input modes:		
Under what arrangement: (group, whole, individual- describe in detail).		
What do pupils do while waiting to work with teacher?		

OBSERVATION SHEET

Types of Responses Required of Students	ENGLISH	SPANISH
a. making inferences from pictures		
b. making inferences from text		
c. finding factual answers in text		
d. guessing at new word		
e. reading aloud		
f. imitating teacher		
g. imitating other pupils		
h. giving associations to text		
i. what are the opportunities for self-response?		
j. pupil experiments or projects		
k. opportunities for creative problem solving		
l. others		
Proportion of time devoted to listening, speaking, reading, writing: (Estimate pupil progress as well).		

OBSERVATION SHEET

Movies, slides, T.V.	ENGLISH	SPANISH
a. where shown		
b. purpose (recreation, introduction of new subject matter, reinforcement of lesson already taught, etc.)		
c. classroom preparation before showing?		
d. classroom follow-up after showing?		
e. is level of material appropriate?		
f. is sound track compehensible?		
g. any correlation with material read to class by teacher?		
h. new vocabulary taught?		

OBSERVATION SHEET

Teacher Behavior:	ENGLISH	SPANISH
Does teacher keep individual records?		
Is homework given?		
Kind?		
What use does teacher make of it?		
What language(s) is the teacher using?		
Describe the role of the paraprofessional.		
Estimate teachers understanding, knowledge and tolerance of childs cultural background.		
Describe changes in teacher behavior (methods, materials, approach et.al) since last observation.		

APPENDIX V

CLASSROOM ENVIRONMENT *

I. Is there communication between Spanish and English Dominant children?

II. Describe persons present other than pupils and teacher: for what purpose?

III. Is talking permitted? Frequently When? Occasionally Never

IV. May pupils leave seats? Frequently When? Occasionally Never

V. May pupils work together? Frequently When? Occasionally Never

VI. Are routines adhered to? Rigidly Flexibly No routines

VII. Values stressed:

obedience
self-control
cleanliness and neatness
honesty
fairness
helpfulness
good manners
good appearance
care of materials
conscientiousness

self-reliance
initiative
curiosity and exploration
respect for differences
self-confidence
tolerance for mistakes (own and others)
imagination

Detail:

VIII. Teacher's reaction to pupils' expressions of feeling:

indifferent sympathetic intolerant other

*Indications should be given throughout this observation sheet of language utilized (Spanish and English)

CLASSROOM ENVIRONMENT

IX. Methods of reinforcement:

positive	negative
praise	ignoring
material reward	scolding
privilege granted	isolation from group
work displayed	denial of enjoyed activity
parents informed	referral to higher authority
attention of class called to child	threats
other:	parents called
	other:

Detail:

X. Teacher's attitude about her own authority:

insistent relaxed confused other:

Detail:

XI. Teacher's knowledge of age-appropriate behavior:

excellent adequate insufficient variable

XII. Can teacher gauge class's comprehension of lesson?

usually sometimes rarely

XIII. Can teacher gauge lack of pupil interest?

usually sometimes rarely

CLASSROOM ENVIRONMENT

XIV. How does teacher react to pupil boredom?

angrily indifferently sympathetically other?

XV. How does teacher attempt to arouse interest in lesson units?

a. simply presents task to be done. Example:

b. appeals to competitive spirit: self inter-pupil
Example:

c. use of pictorial or manipulative materials. Example:

d. relates task to forthcoming event (e.g. trip). Example:

e. asks pupils to speculate or guess about something. Example:

f. other: